



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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GRANTS ADMINISTRATION

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Education Service Center, Region 20 CDN 015950 Vendor ID 74-1587 4681 ESC 20 DUNS 074605890

Address 1314 Hines Avenue City San Antonio ZIP 78208 Phone 210.370.5200

Primary Contact Regina Hillis Email regina.hillis@esc20.net Phone 210.370.5408

Secondary Contact Yvette Gomez Email yvette.gomez@esc20.net Phone 210.370.5200

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Jeff Goldhorn Title Executive Director

Email jeff.goldhorn@esc20.net Phone 210.370.5200

Signature  Date 11/12/2018

Grant Writer Name Susan Forthman Signature Susan forthman Digitally signed by Susan forthman Date: 2018.11.13 11:19:33 -0400 Date 11/12/2018

☐ Grant writer is an employee of the applicant organization.

☒ Grant writer is not an employee of the applicant organization.

RFA # 701-18-106 SAS # 277-19

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-092

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increase and enhance quality of pre-service preparation and pre-service/in-service support for candidates to improve retention. Current turnover rates in the rural districts to be served range from 9.2% to 30.9%.	In collaboration with campus leaders, field supervisors will use a systemic observation/coaching model to support a rigorous, authentic pre-service and internship experience focused on growth and development of the teacher candidate and effective implementation of high-quality instructional practices. A web of support will be established and provided beyond the internship year.
Identify candidates for a wide range of certifications. A recent trend in the rural districts to be served is that they have few, if any, applicants for all areas - not only those traditionally hard to staff.	ESC-20/districts will recruit high-quality candidates for participating districts through in-district career advancement sessions, collaboration with local IHEs to reach recent graduates who are degreed but not certified, website postings, targeted job fairs, collaboration with metro district HR offices, and social media.
Increase the number of Hispanic teachers in participating districts to close the demographic gap between student and teacher demographics (Hispanic Students Avg. 69%. Hispanic Teachers Avg. 31%)	ESC-20 and districts will target recruitment efforts toward Hispanic candidates through methods such as in-district career advancement sessions, collaboration with job placement offices of IHEs with large numbers of Hispanic graduates, and job fairs within participant communities.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

We are committing to the following goals in order to address the needs that were prioritized during the needs assessment conducted by ESC-20 with the six rural districts we will serve:

By the end of the 2019-2020 school year, 15 participants will have successfully completed the ESC-20 Teacher Orientation and Preparation Program (TOPP) and at least 93% (14 of the 15) will have met all qualifications for standard certification.

By the beginning of the 2020-2021 school year, the demographic gap between students and teachers in participating districts will be reduced by at least 5% compared to current demographics.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

January 2019-June 2019

Partnerships with districts for candidate placement are articulated in an MOU and executed.

15 teacher candidates are confirmed for participation in the ESC-20 Grow Your Own Grant Program with an executed MOU.

15 candidates will be matched to placements for the field experience component of the intensive 5-week pre-service training.

15 candidates will begin a 5-week pre-service training.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

July 2019-December 2019

ESC-20 will host orientations for candidates and site coordinators.

15 Candidates will secure intern teaching certificates and be matched to placements in participating districts for the 2019-2020 school year.

Mentor teachers will be identified and trained.

A kick-off event will be held for candidates, mentor teachers, principals, field supervisors, and site coordinators.

Third-Quarter Benchmark

January 2020- June 2020

15 Candidates will prepare for and take the Pedagogy and Professional Responsibilities exam

ESC-20 will provide on-going pedagogical support through preparation and internship monthly trainings

Interns will meet requirements for certification

ESC-20 will collaborate with districts to evaluate partnerships and ensure teacher retention in the 2020-2021 academic year.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The ESC-20 Coordinator for Educator Preparation Certifications will serve as the project manager of the ESC-20 Grow Your Own Grant Program and will lead the collection and analysis of all associated participant and program performance data. Quantitative and qualitative data will be collected and analyzed quarterly and shared with ESC-20 and district stakeholders for the purpose of program improvement.

All participants will take pre- and post-assessments around the six Teacher Standard target areas. Individuals enrolled in the preparation program will be assessed in their understanding of knowledge and skills related to a specific area prior to receiving instruction within the area. Instructors providing the instruction will be required to review the pre-assessment data and make any necessary adjustments to instruction prior to delivering the content. At the summation of the coursework participants will be assessed utilizing a post assessment to determine acquisition of content knowledge and application.

In addition to vigorously evaluating all data related to instruction ESC-20 will work collaboratively with the field supervisor, campus administrator, and campus mentor to provide on-going in-time support to the teacher interns. Observations conducted by the ESC-20 field supervisor will utilize the Get Better Faster framework to support the teacher intern in his/her growth and understanding of steps needed to fill gaps in instructional delivery.

The use of evaluation data for program improvement will lead to sustainability of the program as it will drive long-term relationships between ESC-20 and the participating districts to maintain a pipeline of teacher candidates to fill open positions and to provide ongoing support for the teacher candidates beyond their internship year.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY THREE: Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.

ESC-20, in collaboration with the participating LEAs, will actively recruit participants based on LEAs' projected staffing needs both from within the LEA and from those who come directly through ESC-20's teacher preparation program. Methods of recruitment will include ESC-20/districts will recruit high-quality candidates for participating districts through in-district career advancement sessions, collaboration with local IHEs to reach recent graduates who are degreed but not certified, website postings, targeted job fairs, collaboration with metro district HR offices, and social media. Recruitment efforts will specifically target Hispanic candidates.

Following the recruiting, ESC-20 will implement a screening process using the following criteria that was developed jointly with the district partners:

Applicant's work, business, or career experience demonstrates achievement within their respective field

Applicant's ethnicity supports closing the demographic gap amongst staff and students.

Applicant displays a desire to work in a rural community or lives within the respective community

Applicant displays strong content knowledge within their field of study

Applicant's problem solving skill set is reflective of a growth mind set

Applicant's certification area of focus is reflective of the district's identified need

Applicants who meet the screening criteria will be interviewed by districts.

Participants will be selected based on their high potential for success in the teaching profession and their match to the needs of the partner districts. Hispanic candidates and candidates from the communities of the partner districts will be prioritized in selection.

All teacher candidates will sign an MOU committing to remain in the districts in which they are placed for a minimum of three years.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text"/>	X \$6,000 =	<input type="text"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text"/>

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text"/>	X \$11,000 =	<input type="text"/>
Request for Pathway 2			<input type="text"/>
Request for Pathway 1			<input type="text"/>
Total Combined Request for Pathways 1 & 2			<input type="text"/>

PATHWAY THREE

☒ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	15	X \$5,500 =	82,500
Total Request for Pathway 3			82,500

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Stipends for 15 teacher candidates	75,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

Participant Fees for Certification/Support	1,323

Total Direct Costs 76,323

Should match amount of Total Request from page 8 of this application

Indirect Costs 6,177

TOTAL AMOUNT REQUESTED 82,500

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathway 3 Grow Your Own Program Attachment

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

Program Participants: Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

15

Type of Program: Applicant must specify the type of EPP funding requested—year-long clinical teaching assignments or intensive preservice training with a clinical component.

Intensive preservice training with a clinical component

Question 1: EPP Quality. Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

- ☐ The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.
- ☐ The description must include EPP program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

In the ESC-20 teacher preparation program support begins from the initial meeting held with prospective teachers. Our program offers a detailed information session to individuals interested in joining to ensure a full understanding of the certification journey and to provide staff an opportunity to get to know the individual and their respective strengths. Quality advising is provided to each individual to assist them in selecting an area of focus, if they have not already selected a content area or grade band. We believe as a result of this quality advising individuals who choose to move forward with enrolling in our program do so with a full understanding of their options and a complete picture of the steps needed to obtain their certification.

Once enrolled in the ESC-20 teacher preparation program, candidates take part in rigorous training aligned to the educator teaching standards. Although we offer a hybrid program to accommodate candidates in rural areas, a vast majority of our preparation occurs in a face-to-face format where candidates have access to experts in field, experienced staff members, and a cohort of peers.

During the internship year, highly qualified field supervisors with a deep knowledge and application of effective leadership and teaching skill set, support teacher candidates. In collaboration with the campus administrator, campus-based mentor, and other support personnel the field supervisor works diligently to build a network of support around the teacher intern. This is accomplished through a rigorous pre-conference where teacher interns are asked to identify areas of need related to TTESS domains one, two, and three. These self-identified needs are the primary focus of the field supervisor during the initial visit. In subsequent visits the field supervisor uses the teacher intern identified needs as well as needs identified by the field supervisor in the previous visit. A minimum of five full observation and feedback cycles are completed with additional observations/feedback as needed or requested. Between site visits, through phone calls, text, and emails, the field supervisor provides on-going support to the teacher intern. When an intern experiences a higher level of need outside the norm, ESC-20 fulltime staff set up a support plan in collaboration with the field supervisor and campus administrator to provide targeted frequent support. The field supervisor to intern average ratio is 8:1, to allow for a deeper more in-depth support to take place. The design and delivery of high-quality preparation provided throughout the internship year that is relevant to the teacher intern, combined with focused staff support, allows for over 95% of our teacher interns (in all demographics) to complete the program and obtain certification. Historically, 30 – 40% of our candidates

have been of Hispanic descent. Annually approximately 95% of enrolled candidates are placed in internships, with approximately 20-25% in rural schools.

Question 2: EPP and LEA Partnership. Applicant must describe the plan for the partnership between the EPP and LEA(s).

- ☐ The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.
- ☐ All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

With over 30 years of experience, the ESC-20 teacher preparation program has built deep partnerships with local education agencies. Throughout the years, we have worked extensively with rural partners to support staffing at all levels and across the core areas of instruction. Rural partners within the Region 20 service areas often encounter staffing issues due to their geographical location having limited access to talent outside their respective communities.

To support the collaboration between ESC-20 and our six rural district partners for the Grow Your Own Grant Program, we will agree to work together to accomplish the following:

- Provide a detailed overview of certification pathway to all potential teacher intern candidates
- Collaborate to identify teacher mentors to support the intern teacher who meet all mentor qualifications set forth by the state and who demonstrate a history of being a successful mentor
- Ensure all mentors are provided high quality training in the roles and responsibilities of being a mentor
- Ensure field supervisors receive the TEA required field supervisor training
- Ensure field supervisors understand the intention of the grant and expectations for collaboration amongst themselves, the campus mentor and campus administrator
- Collaborate to provide teacher candidates the opportunity to take part in an intensive preservice training using the Bambrick-Santoyo, Getter Better Faster model
- Provide in-person and on-site coaching and evaluation, with at least five on-site observation and feedback cycles using the Bambrick-Santoyo, Getter Better Faster model.
- Meet quarterly during the internship year to evaluate teacher intern data related to
 - Student success related to classroom environment
 - Student success related to instruction
 - Certification progress
 - Professional responsibilities
- Provide teacher interns support in the following areas:
 - Campus-based processes and procedures
 - Understanding of effective instruction related to the specific campus needs
 - On-going support to understand how to implement an effective classroom management plan in alignment with campus expectations
- Data will be shared at least quarterly for the purpose of participant and program evaluation and continuous improvement.

Partner LEA(s)

Applicants must complete the fields below, stating each partner LEA in which candidates will be placed.

Partner LEA	County-District Number
Bandera ISD	010902
Bracket ISD	136901
Jourdanton ISD	007905

ESC-20 Participation Commitment for 2019-2020
Grow Your Own Grant Program, Cycle 2 (Subject to Award of Competitive Grant)

District Name: Jourdanton Independent School District

County/District Number: 007902

ESC-20 WILL:

- Assist districts in identifying high-potential teaching candidates aligned to the needs of the district.
- Assist districts in identifying high-quality mentor teachers for each of the teaching candidates placed in the district, and provide aligned training to each mentor teacher.
- Provide intensive pre-service candidates with in-person and on-site evaluation with at least four on-site observation and feedback cycles, at least 150 professional development hours, and at least 30 hours of field experience.
- Provide each teacher candidate with evidence-based coursework, opportunities to practice and be evaluated in a school setting, and all requirements for teacher certification.
- Assist districts in supporting teacher candidates through their internship year and beyond to increase retention.
- Conduct quarterly sharing of progress toward meeting program performance measures.
- Provide, train, and support high-quality field supervisors.
- Train, support, and consistently communicate with site coordinators.
- Maintain a system of networking among ESC-20 Grow Your Own districts for information dissemination and program support.

• THE LOCAL EDUCATION AGENCY (LEA) WILL:

- Collaborate with ESC-20 to identify high-potential teaching candidates aligned to the needs of the district.
- Collaborate with ESC-20 to identify high-quality mentor teachers for each of the teaching candidates placed in the district.
- Collaborate with ESC-20 to place pre-service candidates in appropriate settings for an intensive field experience.
- Provide meeting and workshop space as needed.
- Assign a site-coordinator who will collaborate with ESC-20 consistently to create successful candidate field experiences.
- Participate in quarterly sharing of progress toward meeting program performance measures.
- Share performance data regarding candidates with ESC-20 staff assigned to the program.
- Provide release time to mentor teachers and teacher candidates as required for program implementation.


Dr. Jeff Goldhorn, Executive Director

11/13/18
Date


District Representative

November 12, 2018
Date

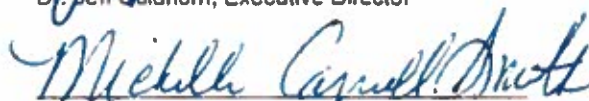
ESC-20 Participation Commitment for 2019-2020
Grow Your Own Grant Program, Cycle 2 (Subject to Award of Competitive Grant)

District Name: Lytle ISD
County/District Number: 007-904
ESC-20 WILL:

- Assist districts in identifying high-potential teaching candidates aligned to the needs of the district.
 - Assist districts in identifying high-quality mentor teachers for each of the teaching candidates placed in the district, and provide aligned training to each mentor teacher.
 - Provide intensive pre-service candidates with in-person and on-site evaluation with at least four on-site observation and feedback cycles, at least 150 professional development hours, and at least 30 hours of field experience .
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 - Maintain a system of networking among ESC-20 Grow Your Own districts for information dissemination and program support.
-
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Dr. Jeff Goldhorn, Executive Director

11/13/18
Date



District Representative

11/13/18
Date

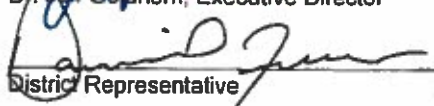
ESC-20 Participation Commitment for 2019-2020
Grow Your Own Grant Program, Cycle 2 (Subject to Award of Competitive Grant)

District Name: Stockdale ISD
County/District Number: 247906
ESC-20 WILL:

- Assist districts in identifying high-potential teaching candidates aligned to the needs of the district.
 - Assist districts in identifying high-quality mentor teachers for each of the teaching candidates placed in the district, and provide aligned training to each mentor teacher.
 - Provide intensive pre-service candidates with in-person and on-site evaluation with at least four on-site observation and feedback cycles, at least 150 professional development hours, and at least 30 hours of field experience.
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 - Provide release time to mentor teachers and teacher candidates as required for program implementation.



Dr. Jeff Goldhorn, Executive Director



District Representative

11/13/18

Date

11/12/2018

Date

ESC-20 Participation Commitment for 2019-2020
Grow Your Own Grant Program, Cycle 2 (Subject to Award of Competitive Grant)

District Name: Pleasanton ISD
County/District Number: 007905
ESC-20 WILL:

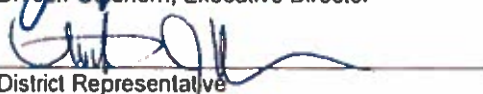
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- Provide release time to mentor teachers and teacher candidates as required for program implementation.


Dr. Jeff Goldhorn, Executive Director


Date 11/13/18


District Representative


Date 11/12/18



BRACKETT INDEPENDENT SCHOOL DISTRICT

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Phone (830) 563-2491 Fax (830) 563-9264

www.brackettisd.net

ESC-20 Participation Commitment for 2019-2020

Grow Your Own Grant Program, Cycle 2 (Subject to Award of Competitive Grant)

District Name: Brackett ISD

County/District Number: 136901

ESC-20 WILL:

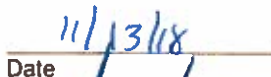
- Assist districts in identifying high-potential teaching candidates aligned to the needs of the district.
- Assist districts in identifying high-quality mentor teachers for each of the teaching candidates placed in the district, and provide aligned training to each mentor teacher.
- Provide intensive pre-service candidates with in-person and on-site evaluation with at least four on-site observation and feedback cycles, at least 150 professional development hours, and at least 30 hours of field experience.
- Provide each teacher candidate with evidence-based coursework, opportunities to practice and be evaluated in a school setting, and all requirements for teacher certification.
- Assist districts in supporting teacher candidates through their internship year and beyond to increase retention.
- Conduct quarterly sharing of progress toward meeting program performance measures.
- Provide, train, and support high-quality field supervisors.
- Train, support, and consistently communicate with site coordinators.
- Maintain a system of networking among ESC-20 Grow Your Own districts for information dissemination and program support.

THE LOCAL EDUCATION AGENCY (LEA) WILL:

- Collaborate with ESC-20 to identify high-potential teaching candidates aligned to the needs of the district.
- Collaborate with ESC-20 to identify high-quality mentor teachers for each of the teaching candidates placed in the district.
- Collaborate with ESC-20 to place pre-service candidates in appropriate settings for an intensive field experience.
- Provide meeting and workshop space as needed.
- Assign a site-coordinator who will collaborate with ESC-20 consistently to create successful candidate field experiences.
- Participate in quarterly sharing of progress toward meeting program performance measures.
- Share performance data regarding candidates with ESC-20 staff assigned to the program.
- Provide release time to mentor teachers and teacher candidates as required for program implementation.


Mr. Jeff Goldhorn, Executive Director

Guillermo Mancha, Jr., Ed. D.


Date 11/13/18


Date 11/12/18

*Equipping Students With Knowledge, Desire, and Integrity for
Meaningful and Productive Lives*

ESC-20 Participation Commitment for 2019-2020
Grow Your Own Grant Program, Cycle 2 (Subject to Award of Competitive Grant)

District Name: BANDERA ISD

County/District Number: 010-902

ESC-20 WILL:

- Assist districts in identifying high-potential teaching candidates aligned to the needs of the district.
- Assist districts in identifying high-quality mentor teachers for each of the teaching candidates placed in the district, and provide aligned training to each mentor teacher.
- Provide intensive pre-service candidates with in-person and on-site evaluation with at least four on-site observation and feedback cycles, at least 150 professional development hours, and at least 30 hours of field experience.
- Provide each teacher candidate with evidence-based coursework, opportunities to practice and be evaluated in a school setting, and all requirements for teacher certification.
- Assist districts in supporting teacher candidates through their internship year and beyond to increase retention.
- Conduct quarterly sharing of progress toward meeting program performance measures.
- Provide, train, and support high-quality field supervisors.
- Train, support, and consistently communicate with site coordinators.
- Maintain a system of networking among ESC-20 Grow Your Own districts for information dissemination and program support.

• **THE LOCAL EDUCATION AGENCY (LEA) WILL:**

- Collaborate with ESC-20 to identify high-potential teaching candidates aligned to the needs of the district.
- Collaborate with ESC-20 to identify high-quality mentor teachers for each of the teaching candidates placed in the district.
- Collaborate with ESC-20 to place pre-service candidates in appropriate settings for an intensive field experience.
- Provide meeting and workshop space as needed.
- Assign a site-coordinator who will collaborate with ESC-20 consistently to create successful candidate field experiences.
- Participate in quarterly sharing of progress toward meeting program performance measures.
- Share performance data regarding candidates with ESC-20 staff assigned to the program.
- Provide release time to mentor teachers and teacher candidates as required for program implementation.


Dr. Jeff Goldhorn, Executive Director

11/13/18
Date


District Representative

11/13/18
Date



BRACKETT INDEPENDENT SCHOOL DISTRICT
P.O. Box 586
BRACKETTVILLE, TEXAS 78832
Phone (830) 563-2491 Fax (830) 563-9264
www.brackettisd.net

Texas Education Agency
Grants Administration Division
1701 N. Congress Avenue
Austin, Texas 78701-1495

To Whom It May Concern:

The Brackett Independent School District Board of Trustees supports our school district's participation in the 2019-2021 Grow Your Own Grant Program in partnership with Education Service Center, Region 20 (ESC-20). Recruiting and retaining high quality teachers is a priority for our Board, and the opportunity to provide Brackett ISD staff the opportunity to obtain their teaching certification through the high-quality Teacher Orientation and Preparation Program (TOPP) at ESC-20 is consistent with our Board Goals and the needs of our school district. The employees selected to obtain certification through this program have demonstrated a commitment to our vision, our students, and our community.

The Brackett Independent School District Board of Trustees will support efforts to implement this program and to sustain it over time. We look forward to creating a continuous process for identifying the most successful prospective teachers in our district and providing them with the knowledge, experience, mentoring, and financial assistance to transition to certified teaching positions.

Thank you for offering this opportunity to the staff members of Brackett ISD.

Sincerely,

Theresa Quiroz, President
Brackett ISD Board of Trustees

*Equipping Students With Knowledge, Desire, and Integrity for
Meaningful and Productive Lives*



Pleasanton Independent School District
831 Stadium Drive
Pleasanton, TX 78064

Texas Education Agency
Grants Administration Division
1701 N. Congress Avenue
Austin, Texas 78701-1495


To Whom It May Concern:

The Pleasanton Independent School District Board of Trustees supports our school district's participation in the 2019-2021 Grow Your Own Grant Program in partnership with Education Service Center, Region 20 (ESC-20). Recruiting and retaining high quality teachers is a priority for our Board, and the opportunity to provide Pleasanton ISD staff the opportunity to obtain their teaching certification through the high-quality Teacher Orientation and Preparation Program (TOPP) at ESC-20 is consistent with our Board Goals and the needs of our school district. The employees selected to obtain certification through this program have demonstrated a commitment to our vision, our students, and our community.

The Pleasanton Independent School District Board of Trustees will support efforts to implement this program and to sustain it over time. We look forward to creating a continuous process for identifying the most successful prospective teachers in our district and providing them with the knowledge, experience, mentoring, and financial assistance to transition to certified teaching positions.

Thank you for offering this opportunity to the staff members of Pleasanton ISD.

Sincerely,


Frank Tudyk, President
Pleasanton ISD Board of Trustees

It is the policy of the Pleasanton Independent School District not to discriminate on the basis of sex, handicap, race, color, age, or national origin and to take steps to assure that the lack of English language skills will not be a barrier in its educational and career and technology programs, services, activities or employment as required by Title IX, Section 504 and Title VI.

Es la política del distrito independiente de la escuela de Pleasanton a no discriminar sobre la base del sexo, desventaja, raza, color, edad, u origen nacional y para no tomar medidas para asegurar que la carencia de las habilidades de lengua inglesa no será una barrera en sus programas educativos y de la carrera y de la tecnología, los servicios, las actividades o el empleo según los requisitos del título IX, la sección 504 y el título VI.

Jourdanton Independent School District



Laurie Daughtrey
Elementary Principal
769-2121

Cassandra McGill
Junior High Principal
769-2234

Virginia Parsons
High School Principal
769-2350

Angelina L. Balaszi
Business Manager

200 Zanderson
Jourdanton, Texas 78026
830-769-3548
FAX: 830-770-0015
Website: <http://www.jourdantonisd.net>

Theresa McAllister
Superintendent

Pepper Jo Bauerle
Assistant Superintendent
of Support Services

Board Members:
Barbara Peeler, President
Mary Y. Ramirez, V. President
Vance Jupe, Secretary
Amador Lugo, Sr., Trustee
Lanny Wheeler, Trustee
Phillip Netardus, Trustee
Rita Munoz, Trustee

Jeffrey Thornton
Atascosa County
Alternative Education
769-2925

Texas Education Agency
Grants Administration Division
1701 N. Congress Avenue
Austin, Texas 78701-1495

To Whom It May Concern:

The Jourdanton Independent School District Board of Trustees supports our school district's participation in the 2019-2021 Grow Your Own Grant Program in partnership with Education Service Center, Region 20 (ESC-20). Recruiting and retaining high quality teachers is a priority for our Board, and the opportunity to provide Jourdanton ISD staff the opportunity to obtain their teaching certification through the high-quality Teacher Orientation and Preparation Program (TOPP) at ESC-20 is consistent with our Board Goals and the needs of our school district. The employees selected to obtain certification through this program have demonstrated a commitment to our vision, our students, and our community.

The Jourdanton Independent School District Board of Trustees will support efforts to implement this program and to sustain it over time. We look forward to creating a continuous process for identifying the most successful prospective teachers in our district and providing them with the knowledge, experience, mentoring, and financial assistance to transition to certified teaching positions.

Thank you for offering this opportunity to the staff members of Jourdanton ISD.

Sincerely,

Barbara Peeler, President
Jourdanton ISD Board of Trustees

The mission of JISD shall be to provide a high quality educational environment that promotes excellence; builds responsibility; and creates life-long learners; so that all students are prepared to be contributing adults in a diverse and ever-changing society.

It is the policy of the Jourdanton Independent School District not to discriminate on the basis of sex, handicap, race, color, age, or national origin and to take steps to assure that the lack of English language skills will not be a barrier in its educational and career and technology programs, services, activities or employment as required by Title IX, Section 504 and Title VI.

Es la política del distrito independiente de la escuela de Jourdanton a no discriminar sobre la base del sexo, desventaja, raza, color, edad, u origen nacional y para no tomar medidas para asegurar que la carencia de las habilidades de lengua inglesa no será una barrera en sus programas educativos y de la carrera y de la tecnología, los servicios, las actividades o el empleo según los requisitos del título IX, la sección 504 y el título VI.



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Nan Boyd
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Secretary

Mae Flores

Oscar Jimenez

Maria Frie

Anthony Reyna

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Superintendent

Harry Piles
Assistant Superintendent

Laura Uribe-Center
Federal Programs Director

Loretta Zavala
High School Principal

Elizabeth Stewart
Junior High Principal

Wendy Carroll-Conover
Primary/Elementary
Principal

November 9, 2018

Texas Education Agency
Grants Administration Division
1701 N. Congress Avenue
Austin, Texas 78701-1495

To Whom It May Concern:

The Lytle Independent School District Board of Trustees supports our school district's participation in the 2019-2021 Grow Your Own Grant Program in partnership with Education Service Center, Region 20 (ESC-20). Recruiting and retaining high quality teachers is a priority for our Board, and the opportunity to provide Lytle ISD staff the opportunity to obtain their teaching certification through the high-quality Teacher Orientation and Preparation Program (TOPP) at ESC-20 is consistent with our Board Goals and the needs of our school district. The employees selected to obtain certification through this program have demonstrated a commitment to our vision, our students, and our community.

The Lytle Independent School District Board of Trustees will support efforts to implement this program and to sustain it over time. We look forward to creating a continuous process for identifying the most successful prospective teachers in our district and providing them with the knowledge, experience, mentoring, and financial assistance to transition to certified teaching positions.

Thank you for offering this opportunity to the staff members of Lytle ISD.

Sincerely,

LeeAnna Mask

LeeAnna Mask, President
Lytle ISD Board of Trustees

Board of Trustees

Sal Urrabazo, Jr., President
Teri Wolff, Vice President
Teri Dugi, Secretary
Bnan Stahl
Craig Clancy
Mauro Monita
Tanner Voelkel

Stockdale Independent School District

503 South Fourth Street
PO Box 7
Stockdale, Texas 78160
Phone 830-996-3551 Fax 830-996-1071
Daniel Fuller, Superintendent

Principals

Sandra Lynn, High School
Sharon Dunn, Junior High
Donna Lee Dockery, Elementary

Programs & Testing Coordinator

Roxanne Moczygemba

Athletic Director

Joshua West

Texas Education Agency
Grants Administration Division
1701 N. Congress Avenue
Austin, Texas 78701-1495


To Whom It May Concern:

The Stockdale Independent School District Board of Trustees supports our school district's participation in the 2019-2021 Grow Your Own Grant Program in partnership with Education Service Center, Region 20 (ESC-20). Recruiting and retaining high quality teachers is a priority for our Board, and the opportunity to provide Stockdale ISD staff the opportunity to obtain their teaching certification through the high-quality Teacher Orientation and Preparation Program (TOPP) at ESC-20 is consistent with our Board Goals and the needs of our school district. The employees selected to obtain certification through this program have demonstrated a commitment to our vision, our students, and our community.

The Stockdale Independent School District Board of Trustees will support efforts to implement this program and to sustain it over time. We look forward to creating a continuous process for identifying the most successful prospective teachers in our district and providing them with the knowledge, experience, mentoring and financial assistance to transition to certified teaching positions.

Thank you for offering this opportunity to the staff members of Stockdale ISD.

Sincerely,


Salvador Urrabazo Jr., President
Stockdale ISD Board of Trustees